

NELSON COUNTY SCHOOL-HOUSE

Great Work Done Under the Administration of Superintendent Harris.

SWEEPING REFORMS BEGIN

Five New High School Buildings Erected and Others Consolidated.

[Special to The Times-Dispatch.] LOVINGSTON, VA., October 9.—There are but few, if any, counties in the great Piedmont section of the State that have made more wonderful strides in the matter of school building and general educational work within the past four years than the county of Nelson, and all these improvements and reforms have been made under the administration of Division Superintendent Henry Tate Harris, who is just now entering upon the real work of his second term.

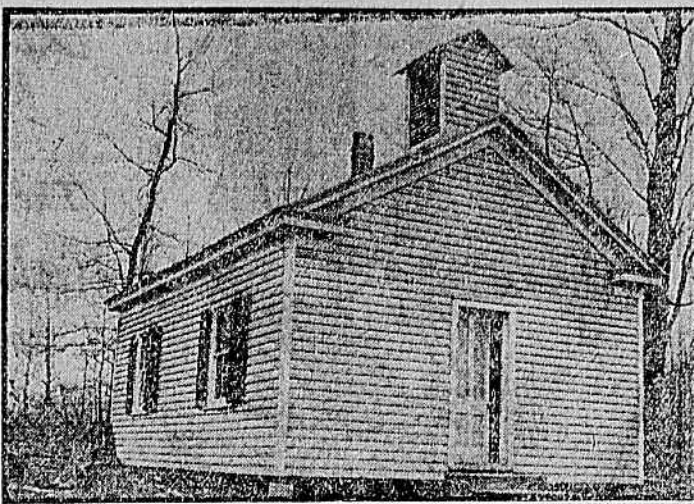
Four years ago there was not a single high school in the county; many of the little one-room structures were in a dilapidated condition; little or no attention was paid to light or ventilation, and there was a general lack of interest on the part of the patrons in the success of the schools.

Sweeping reforms have been inaugurated, however, and every feature of the public school system in the county has been rejuvenated and given new life. Five modern high schools are now in daily operation, while the authorities have consolidated many of the smaller schools, and substituted comfortable two-room buildings in their stead. When Superintendent Harris started the agitation of the high school question shortly after his first election in 1905, he found the people slow to take hold of it, but as soon as he succeeded in establishing the first building, which is located Schuyler, near the Albemarle line, those having children to send to the public schools became deeply interested, and a general demand for high school buildings went up from nearly every section of the county. Although five have been constructed in the last four years, and several others are in contemplation, the demand seems to be still growing, with prospects that before Mr. Harris ends his present term of service the number will have at least been doubled.

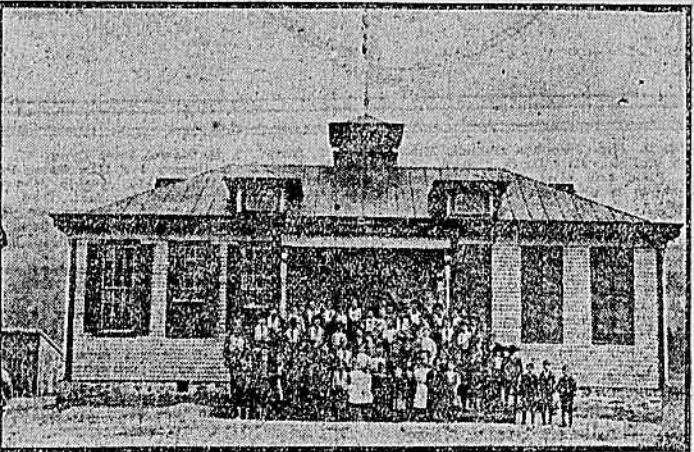
Heavy Attendance.
The location of the five high schools now in operation in the county, together with the number of teachers and the enrollment of pupils at each, is as follows: Lovington—four teachers, 100 pupils; Shipman—four teachers, 100 pupils; Norwood—three teachers, sixty pupils; Schuyler—four teachers, 130 pupils; Fleetwood—four teachers, 130 pupils. The Fleetwood building is the handsomest and most costly of all, though every one of them was built according to the most modern ideas of school architecture, due regard having been had for proper heating, lighting and ventilation. The building at Fleetwood cost \$2,500, and the others \$2,000 each.

The Lovington school, a picture of which appears elsewhere on this page, is patronized by pupils from miles around, in addition to those who reside in the village, three wagons being employed each day to bring the children in from the outlying communities. This is the only school in the county to which the children are taken in wagons, though the experiment is proving so satisfactory that the service

PROGRESS IN NELSON COUNTY



BELLEVUE SCHOOL. Built by Thomas F. Ryan on his Oak Ridge farm and donated to the Nelson County School Board.



NEW HIGH SCHOOL BUILDING AT LOVINGTON. Where four teachers are employed, with an enrollment of over 100 pupils.

will probably be greatly enlarged in the future.

Donated by Ryan.

The other picture appearing in connection with this story concerning the public schools of Nelson county is that of an up-to-date, two-room building erected by Thomas Fortune Ryan on his splendid Oak Ridge farm, and donated to the school board to be used for a white public school. It was constructed entirely at Mr. Ryan's expense and is run regularly by two good teachers, employed and paid by the board in the usual way. Mr. Ryan, since resuming his citizenship in his native county, has been always responsive to the wishes and needs of the people, having joined in nearly every movement which had the upbuilding of the community for its aim. Besides "Bellevue," which is the name of the Ryan school, there are a number of other two-room buildings in the county, all of which are directed by competent teachers. At Faber, which is a station on the Southern Railway in the northeastern portion of the county, there is now a modern three-room building, on the site of which a few years ago the school was conducted in a rude log cabin with but a single room.

More Consolidation.

It is the purpose of the county authorities next year to consolidate three small schools in the Afton section and to replace them with a three-room high school, the patrons in that end of the county being very anxious for this change. Superintendent Eggleston has paid several visits to the county since the new regime came into control of the schools, and each time he has expressed himself as being highly pleased at the progress which is being made along educational lines in all the districts.

Besides paying attention to buildings and the employment of the best teachers found available, Superintendent Harris has been active in the work of bringing his teachers into closer contact with one another, with a view to broadening their ideas through conferences. As a result of his efforts along this line, a flourishing teachers' association has been organized in the county, of which nearly all the white teachers in this jurisdiction are members. This association holds two meetings each year, when there is a general exchange of views among the members concerning their work. Meetings of the local associations for the several districts are also held from time to time, and they have been very beneficial to those participating in them.

Well Equipped Official.

Superintendent Harris ranks as one of the ablest and most successful school officials in the State. Just now in the prime of a vigorous life, and being highly respected by the community, which mark him at once as an ideal superintendent. When the Jamestown Exposition was held in 1907, although Mr. Harris had been in office less than two years, he prepared one of the few county school exhibits in the entire State which took a prize. He was graduated from the University of Virginia with high honors, having taken the degree of A. M. and B. L., though he never engaged actively in the practice of law, preferring to reside upon his farm and to look after his private business affairs. Mr. Harris' career has been a practical one of a teacher's life, having been the principal of the Lovington Graded School shortly after his return from the university. He was twice a member of the House of Delegates from the county back in the nineties, having declined to stand for a third term. Mr. Harris has two competitors for re-election to his present position last summer, though he came out with flying colors, the County School Board having unanimously endorsed him, and increased his salary to \$900 per year in order that he might give his entire time to the work of his office.

C. A. BOYCE.

Meeting at Cumberland.

[Special to The Times-Dispatch.] CUMBERLAND, VA., October 9.—The program of the Teachers' Institute, which closed last week, was unusually interesting and instructive. It was interesting to note the large and enthusiastic crowd, not only of teachers, but of citizens from the adjoining counties. To the work of County Superintendent C. W. Dickenson, Jr., and Professor J. H. Davis, of the High School here, much credit is due for the success of the institute. The following prominent educators were present and addressed this enthusiastic little Chautauque: Superintendent R. H. Jones, of Petersburg; Miss A. G. Smith, instructor at Farmville State Normal; Dr. Robert H. Taylor, of Warrenton; Hon. J. D. Eggleston, J. H. Balford, president of the State Association; Mrs. R. D. Shiel, of Richmond; President R. W. Boatwright, of Richmond College.

TWO UNIVERSITIES CLOSELY RELATED

Alderman on the Connection Between University of Virginia and Harvard.

HIS ADDRESS AT CAMBRIDGE

Eloquent Words of the Virginia College President at Lowell's Inauguration.

CAMBRIDGE, MASS., October 9.—Following is the speech delivered at Harvard by President Edwin A. Alderman, of the University of Virginia, who received the degree of doctor of laws from that institution, at the inauguration of A. Lawrence Lowell, as president.

I bring to Harvard University, the great alma mater of us all, greetings of faith and good will from the University of Virginia and the colleges and universities of the States of the South. It has been a privilege to be held this solemn setting apart of a man for a great task and to be a part of the ceremonies which you have used so impressively to mark the end of a wonderful era of nobly borne responsibility and the beginning of an era of immeasurable opportunity. I speak the name of Charles William Eliot with reverence and gratitude for his forty years of service to scholarship and society, and I hail the call to duty of Abbot Lawrence Lowell with hope and confidence.

Unusual beauty and value inhere, I think, in the esteem which Virginia and her university bear for Massachusetts and Harvard. This esteem is not a transient thing. It is an esteem superior to differences of view, divergences of ideals and the shock of war.

Massachusetts and Virginia to-day are fast friends, because the root of life is character, and because through the mists of their ancient dissensions they have always been able to perceive each other as invested with the moral dignity that belongs to communities which have never acted commonly or meanly in great crises, and which have ever acted steadily and progressively in the development of their community life. Love of home, pride of region, a consciousness between them of having mothered pretty much the rest of the republic, give pride and self-satisfaction to these two types of Commonwealths of

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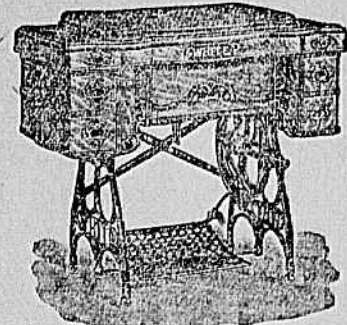
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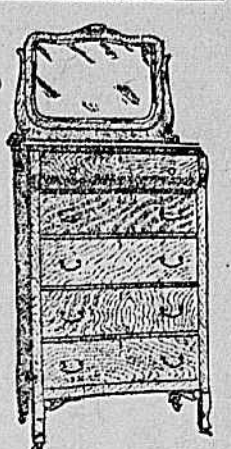
We have on hand a lot of Second-Hand Sewing Machines that we will close out at \$5 and \$10.

They consist of Singers, New Homes, Standards, etc., and all in good running order.



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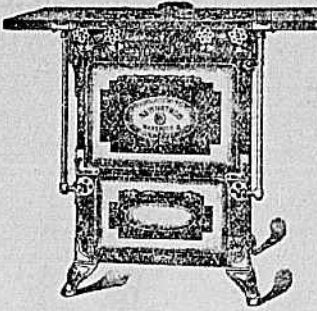
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\$10.75 Buys This \$16.00 Chiffonier

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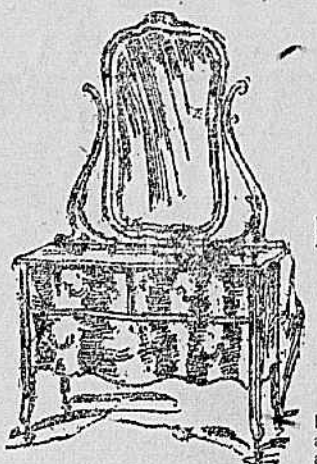
\$1.95 Buys This Solid Oak Dining Chair

A great value in a strong, durable box-seat chair.

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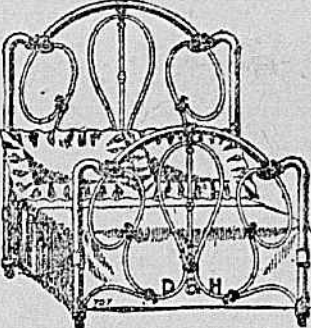
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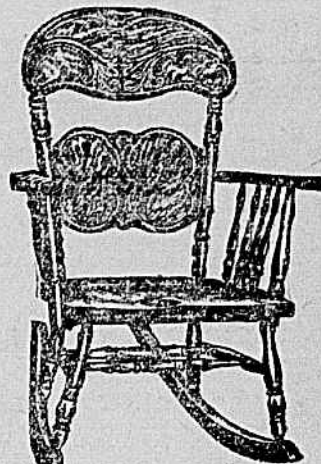
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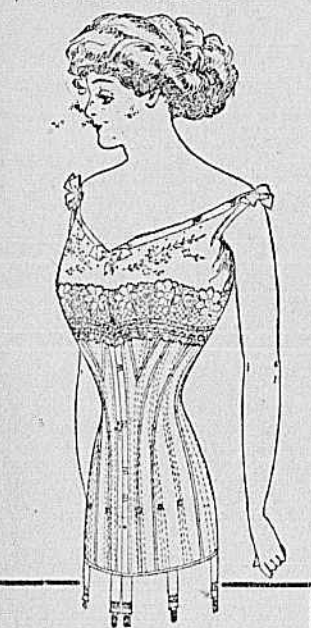
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"It pleases me to recall that William and Mary, in Virginia, followed Harvard in 1935, and that these two foundations held the fortress of higher learning on the bare continent until the dawn of the eighteenth century, and are, therefore, the pioneers of all the educational hosts assembled here to-day. It pleases me also to remind you of the way in which 170 years later the first contact came about between Harvard University and the University of Virginia. Those years had given birth to democracy. Democracy had produced a great philosopher, whose love of men and proud faith in men and consuming passion for the betterment of men, had led him to an unexampled leadership. "As it had pleased God to stir up the heart of one Mr. Harvard, a godly gentleman and a lover of learning, to give the one-half of his estate towards the erecting of a college, and all his heirs, so it had pleased God to endow one Thomas Jefferson, in an old age of great honor and glory, with the purpose to exclaim, "I am closing the last scene of my life by fashioning and fostering an establishment for the instruction of those who in time after us, I hope that its influence on their virtue, freedom, fame, and happiness will be salutary and permanent."

At a striking moment in the execution of this high purpose, young George Ticknor, a Harvard man on his travels, comes to see the old mill, and the fellowship of Virginia and Harvard, which lasts unbroken until this hour, begins. Jefferson was seventy-three and Ticknor twenty-three, but Jefferson was as young as Ticknor, and Ticknor was as old as Jefferson, for the passion of both was for the future, the enthusiasm of both was for society. They were both incarnate reformers, and reformers are too preoccupied with

things beyond themselves to be conscious of any age. Jefferson invited Ticknor to Charlottesville and Ticknor declined, threatening Harvard with the new university about to be established near the capital of the young nation, and the two reformers had a thrilling, good, modern experience laying hopefully the foundation of a new university and seeking to change that most inert of all masses, the habits of an old university. Progress and reform were the watchwords, therefore, of the first meeting of Harvard and the University of Virginia. Then, as of old with Luther and Milton, and now, and probably forever, educational practice lagged behind educational theory, and thoughtful men were seeking to adjust the great process to the needs of the age which it must serve and the educational conditions which it must improve.

The enlargement of the meaning of a liberal education, the extension of the liberty of choice within this larger meaning to all classes of youth, the conception of education as a great social force molding the destinies of men, youth, were the fundamental ideas of these two reformers from Massachusetts and Virginia, who met at Monticello in the early nineteenth century. Though we have traveled far since that hour in multiplicity of courses, depth and variety of learning, extent of equipment and fullness of student life, and though justice cannot deny to American colleges the claim that they have contributed substantially to the building and rebuilding of the nation, and that in all of our recurrent moral crises they have helped to keep sweet and clean the fame of the now venerable republic, it is clear that the educational problems of Jefferson and Ticknor are still the problems of Harvard and Yale and Columbia and Princeton and Virginia and the great universities, born of democratic needs in the later century.

First of all educational leaders, Jefferson applied to his new institution a policy of freedom. This policy was to be modified by his university in later years, as its inherent difficulties developed. Harvard shied at the start from the new policy, and then embraced it with a passion of thoroughness that has fixed it among us as an educational axiom, and now, though all of us are advocates of freedom, we are all asking ourselves how youth may continue to look into her bright face and yet not fall of experience with earnestness of spirit and integrity of thought and the manly glory of hard work. I trust it is not fanciful to conceive of this first contact of Harvard and Virginia as a sort of allegory and symbol of all educational growth, forever changing to suit the needs of a changing society and yet based on the rock of interesting understanding of the human mind and heart.

I prefer to believe that it is a distinct compliment to colleges and universities that they are the subject of more widespread interest and criticism than ever before in the history of men. It is a testimony to the fact that democracy has found out that it needs the colleges in order to exist, and that it needs the best possible sort of colleges, and all this scrutiny is the scrutiny of self-interest developing vital institutions. It is too much to expect and absurd to desire that colleges will ever get so unnatural as to be beyond criticism. I venture to suggest that a year has never passed since the "heart stirring" of John Harvard that somebody, even in the faraway, has not said that even Harvard was going straight to ruin, and in truth something always might have been improved.

The unspoken suggestions of human living and human dying and patient striving that consecrate this hour, and the passionate loyalties of the present that search the heart with their beauty and value, exorcise the critical spirit and give one power to have sight, not of an introspective critical Harvard, but of a Harvard which is the mother of American higher learning, and to which American democracy owes an unending debt of gratitude.

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